

REMARKS

Claims 1-20 are pending in the present application. Claims 1, 7, 13, and 20 were amended. Reconsideration of the claims is respectfully requested.

I. Telephone Interview

Examiner Dustin Nguyen is thanked for the courtesies extended to Applicants' representative during the April 26, 2005 telephone interview. During the interview, Applicants' representative discussed the rejections and the above amendments to the independent claims. The substance of the telephone interview is summarized in the remarks given regarding the art rejections.

II. 35 U.S.C. § 112, Second Paragraph

The examiner has rejected claim 20 under 35 U.S.C. § 112, second paragraph, as being indefinite for failing to particularly point out and distinctly claim the subject matter, more specifically, for lack of antecedent basis in claim 20. This rejection is respectfully traversed.

It is noted that claim 20 has been amended to make it dependent from claim 19, which provides the desired antecedent basis. Therefore the rejection of claim 20 under 35 U.S.C. § 112, second paragraph is overcome.

III. 35 U.S.C. § 103, Obviousness

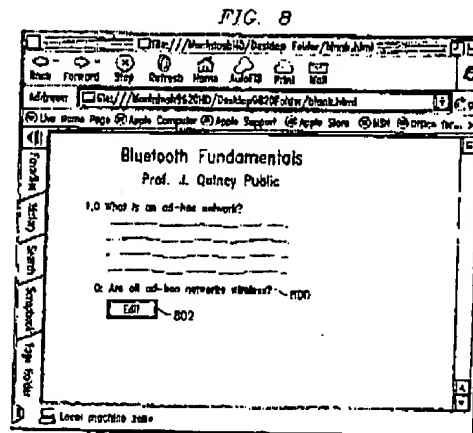
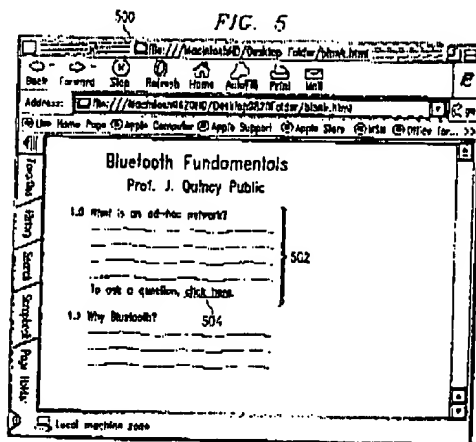
Claims 1-3, 7-9, 13-15, and 19-20 stand rejected under 35 U.S.C. § 103 as being obvious over Ichiyoshi (2001/0049008) in view of Grouse (2002/0156848). This rejection is respectfully traversed.

Representative claim 1 reads,

1. (Amended) A method of making lecture notes available prior to a lecture, the method comprising the computer-implemented steps of:
 - receiving a set of lecture notes from a first client, wherein the lecture notes include a plurality of sections;
 - displaying the set of lecture notes to a second client, wherein a display of a section of the lecture notes contains a respective link for receiving questions regarding the content of the section;
 - receiving, from the second client, a question relating to a first section from the plurality of sections, said question being submitted using a respective first link;

providing the first client with a copy of the lecture notes having the question shown in association with the first section;
 receiving modifications from the first client; and
 applying the modifications to the set of lecture notes.

It is noted that this claim, as well as independent claim 7 and 13, has been amended to recite that sections of the lecture notes contain respective links for the submission of questions. This allows the system to tie a question to a specific lecture/section, with no special effort on the part of the user. A display of an illustrative set of lecture notes is shown in Figure 5 of the instant application, reproduced below. As seen there, link 504 is shown as part of the section displayed. While the actual entry of the questions is discussed in the application, it is not shown here. However, the system can collect all such questions and present them to the lecturer (first client) at any time, along with the relevant sections of the lecture, as shown in Figure 8 of the application, reproduced below. As shown, the question 800 is displayed along with the appropriate section of notes.



This system, unlike past presentations in the art, provides convenience for both the lecturer and the student. The student does not need to access a separate email program or other communication can enter questions as they occur, using the provided links. The lecturer is assisted because they can view questions in the context that prompted them, and then make edits to the notes immediately.

In regard to this claim, the office action states,

Ichiyoshi discloses the invention substantially as claimed including a method comprising:

receiving a set of documents from a first client [i.e. educational materials] [col

2, lines paragraph 0014],

displaying the set of documents to at least one second client [i.e. subscriber] [5, Figure 1; and col 4, paragraph 0040];

receiving, from the at least one second client, a question relating to a section from the plurality of sections [Figure 6; and col 5, paragraph 0050];

receiving modifications from the first client [i.e. answer] [Figure 6; and col 5, paragraph 0050]; and

applying the modifications to the set of documents [col 1, paragraph 0004].

Ichiyoshi does not specifically disclose

wherein the documents include a plurality of sections; and

modifying the set of documents to include the question.

Grouse discloses

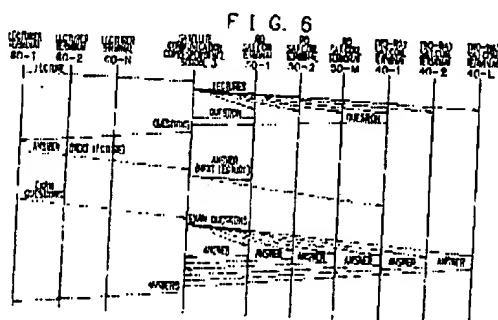
wherein the documents include a plurality of sections [i.e. topic] [Figures 18-20; and col 5, paragraphs 0071-0073]; and

modifying the set of documents to include the question [i.e. add questions to transcript] [col 2, lines paragraph 0016].

It would have been obvious to a person skill in the art at the time the invention was made to combine the teaching of Ichiyoshi and Grouse because Grouse's teaching of modifying the documents would allow to provide further explanation and detail information to individual user in helping user to understand the document.

It is submitted that neither Ichiyoshi nor Grouse disclose or suggest this unique use of a link to assist in providing an enhanced ability to communicate questions and to modify notes in response to the questions.

The cited portion of Ichiyoshi that discusses questions and answers between lecturer and listeners reads,



[0050] In the system as shown in FIG. 6 [reproduced to the left], a lecturer sends data or information associated with his/her lecture to the satellite communication correspondence school 3 using a lecturer terminal 60-1. The satellite communication correspondence school 3 transfers the "lecture" to the receive-only satellite communication subscriber terminals 50-1 to 50-M, and to

the two-way satellite communication subscriber terminals 40-1 to 40-L, via the communication satellite 1 in a broadcasting manner. Questions with respect to the lecture are sent by way of example from the receive-only satellite communication subscriber terminal 50-1 and from the two-way satellite communication subscriber terminal 40-1, to the satellite communication correspondence school 3 via the communication network 72 on the ground. The satellite communication correspondence school 3 then transfers the questions in block to the lecturer terminal 60-1. When the lecturer gives the next lecture, he/she sends answers to

the questions to the satellite communication correspondence school 3 using the lecturer terminal 60-1. The satellite communication correspondence school 3 sorts the answers, and transfers respective one to the receive-only satellite communication subscriber terminal 50-1 and the two-way satellite communication subscriber terminal 40-1.

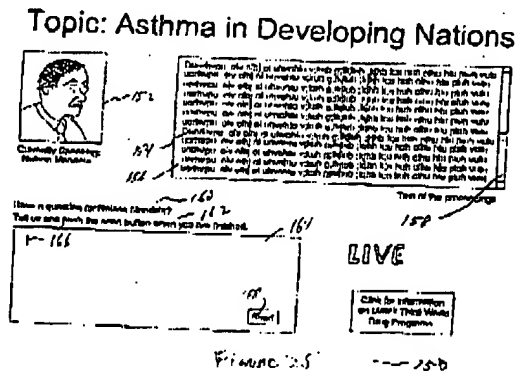
While Ichiyoshi is addressing a similar interaction (e.g., lecture, question, answer) to the present application, Ichiyoshi does not disclose the use of links within the lecture material to facilitate questions and updates to the notes.

Likewise, Grouse does not appear to disclose the claimed link for facilitating questions and a responsive modification of the notes. The rejection above cites paragraph 16 of Grouse, which states,

[0016] In addition, in accordance with the invention, problems involving different "body clock" times for different participants are eliminated by having each local unit participating in the virtual convention operating at a time which is physiologically nonburdensome and convenient for the different participants, while, at the same time, providing this information at later times to persons attending the convention who are located in remote locations in significantly different time zones. While persons attending talks can do so in real-time and thus question the speaker in real-time, and the speaker's answers can be provided in real-time to persons attending the talk and real-time, persons attending the talk at a different time can email questions for answer by the person getting the seminar or assistant to the person, and selected or all questions and answers can be added to the transcript of the talk.

Unlike the present invention, Grouse encourages the use of email to ask questions. These questions can be selected and answered real-time or selected questions and answers can be added to the transcript of the lecture. There is no mention of using a link. However, another section of Grouse discusses this idea in more detail, noting,

[0081] When the user clicks on button 16, he is brought to the event which is going on in the auditorium. For example, in accordance with the invention, the event may be an address by Nelson Mandela respecting asthma in developing nations. The event may be received in audio form accompanying a screen 150, as illustrated in FIG. 25. Screen 150 may include a picture 152 (or a series of pictures) of the speaker, as well as a complete text of the address 154 in a window 156. The window is provided with a scrolling feature indicated by icon 158. In addition, participants in the conference may be asked by text 160 whether they wish to question the speaker and invited and instructed to send such a question by text 162. It is contemplated that a window 164 for receiving such text can be provided by typing at cursor 166.



[0082] When a question is completed the user simply clicks on a "send" button 168, to send a question to the speaker who can then answer the question, if it is selected to be answered. The display of screen 150 would then change to screen 170, as illustrated in FIG. 26. In particular, the question is indicated by text 172. In addition, the source of the question may be indicated by text 174. In addition, an advertisement for related information may be accessible by a button 176, which may take the form of a hyperlink to another website, which in accordance with the present invention reduces traffic on the website of the convention organizer, as well as provides flexibility for the sponsor or other person who is at the other end of the hyperlink to control the content of the screen to which the hyperlink points.

In this excerpt from Grouse, the program allows a question to be entered within a specific context and sent to the speaker. However, this is a live broadcast or replay of a convention, with the transcript apparently being created as the event occurs. There are no pre-existing lecture notes that can be modified. There is a transcript that is being created, to which the questions, and their answers, can be added, but Grouse is not attempting to facilitate updating of prior notes.

It is submitted that neither Ichiyoshi nor Grouse disclose the specific combination of providing a method for (a) notes to be sent out, (b) questions to be submitted, (c) questions to be presented in context, and (d) the notes to be updated in response. Further, their combination would not meet the specific steps of this method. Thus, it is submitted that the independent claims, all of which contain these limitations, are now allowable.

Claims 4-5, 10-11, and 16-17 stand rejected under 35 U.S.C. § 103 as being unpatentable over Ichiyoshi in view of Grouse and Sonnenreich et al (5,974,446).

Claims 6, 12, and 18 stand rejected under 35 U.S.C. § 103 as being unpatentable over Ichiyoshi in view of Grouse and Boys (6,516,340). These rejections are respectfully traversed.

It is noted that all of the claims in these two rejections are dependent on claims 1, 7, or 13, which have been amended to clarify distinctions over the prior art. Thus, these claims include the recitations of their dependent claims and all rejections are overcome.

It is asserted that the rejection of claims 1-20 under 35 U.S.C. § 103 has been overcome.

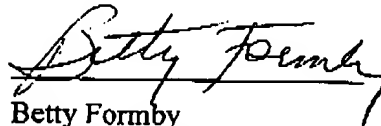
III. Conclusion

It is respectfully urged that the subject application is patentable over Ichiyoshi, Grouse, Sonnenreich, and Boys and is now in condition for allowance.

The examiner is invited to call the undersigned at the below-listed telephone number if in the opinion of the examiner such a telephone conference would expedite or aid the prosecution and examination of this application.

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Respectfully submitted,



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